THE POST-METHOD ERA

Teacher professional development

- General growth
- Reflective review
- Long-term goal
- Individual vs. institutional
  - Needs
  - Goals
- Collaborative vs. self-directed
- Subject matter
- Career advancement
- Planning and managing
- Inquirying
- Site-specific information
- Instuctional inititiatives
- Learning communities
- Peer-based

Assessment

- "Testing"
  - Measure
  - Three criteria
  - Kinds of test
    - Proficiency ↔ Aptitude
    - Placement ↔ Diagnostic
    - Achievement
- "Assessment"
  - Determine
    - Students' needs
    - Learning challenges
    - Monitoring
- "Evaluation"
  - Collecting information
  - Judgement
    - Rubric
    - Task
- Practicality
- Reliability
- Validity
  - Construct
  - Face
  - Content
- Formative vs. summative
- Authentic

Feuerstein's Theory of Mediation

- Mediated learning experiences
- Environment
- Child
- Teacher
- 12 key features
  - Select → Organize
  - Present ← Shape
  - Direct
  - All tasks
- Active
- Reciprocation
- Empower
- Autonomy
- State of vigilance
- Learning, thinking, actions
- Significance
- Purpose beyond
- Shared intention
- Competence
- Own behaviour
- Goal-setting
- Challenge
- Awareness of change
- Positive outcomes
- Sharing
- Individuality
- Sense of belonging
- Self-evaluation
- Interactional tasks

Innatism

- Late 50s, 60s
- Language production
- UG
- L2 learners

The Monitor Model

- 70s, early 80s
- Further research
- Hypotheses
  - Aquisition-learning
  - Monitor → Listening and reading
  - Natural Order
  - Input: *i + 1* → Amount, aids
  - Affective Filter → Meaningful communication

Interaction Hypothesis

- Process of interaction
- Negotiation of meaning
- Conversational modification strategies
  - Comprehension
  - Confirmation
  - Clarification
- Repetition

Output Hypothesis

- No feigning
- Mental effort
- Semantic to syntactic
- Accuracy and grammar
- Interlocutors to activate cognition

Language learning as a social process

(but still cognitive hypotheses)

- Art

Sociocultural theory

- Social activity
- ZPD
- Scaffolding
- Co-construction

Theoretical debates on SLA

Cognitive developmental approaches

- Attention and noticing
  - Input + conciousness
  - Noticing
    - Frequency
    - Perceptual salience
    - Task demands
- Automatization
  - Channel Capacity
  - Practice
- Automatization and reestructuring
  - Controlled cognitive process
  - Automatic cognitive process
- New hypothesis
- Interlanguage
  - Permeable
  - Dynamic
  - Systematic
- Skill learning
  - Anderson and Johnson
    - Declarative knowledge
    - Procedural knowledge
  - Bialystok
    - Explicit knowledge
    - Implicit knowledge
- Connectionism
  - Subconscious identification of patterns
  - Process of learning
- Processability Theory
  - Fixed order

- Aquisition = learning
- Cognitive linguistics
  - Language + mental development
- Cognitive psychology
  - Human mind = computer

Method problems

- Not the answer
- "The best" method
- Utility
- Classroom-oriented ↔ Knowledge-oriented
- Generate practices ↔ Centralise decisions
- Alternative to method ↔ Alternative method
- Teacher autonomy ↔ Create conditions
- Principled pragmatism ↔ Eclecticism
- ≠ approach

Teachers' beliefs

- Behaviourist
- Innatist
- Cognitive
- Socio-cultural
- Four perspectives
  - Instuction
  - Rules
  - Language as...
  - L1
  - Form ≠ FormS
  - Skills
  - About = how to
  - Achievement
- Dilemmas
- Theory
- Research

Ellis' principles

- Formulaic expressions
- Rule-based competence
- Meaning
  - Tasks
- Also, form
  - Inductive
  - Communicative tasks
  - Extensive
- Implicit knowledge
- Built-in Syllabus
  - Grammar
  - Automatization
  - Discourse skills
- Extensive input
- Opportunity for output
  - Personal voice, auto-input
  - Topics and meanings
  - Level and range
- Interaction
- Instructional clarity
- Individual differences
  - Selected
  - Constrained constructed
  - Free constructed
- Motivation
- Assessment
- Linguistic problems
- Subjective aspect

Kumaravadivelu's macroestrategies

- Planners of teaching acts
- Mediators of learning acts
- Learning opportunities
- Negotiated interaction
- Mismatches
  - Cognitive
  - Communicative
  - Linguistic
  - Pedagogic
  - Strategic
  - Cultural
  - Evaluative
  - Procedural
  - Instructional
  - Attitudinal
- Intuitive heuristics
- Language Awareness
- Contextualisation
  - Integrated nature
  - Pragmatic dissonace
- Skills
  - Learning strategies
- Autonomy
- Cultural consciousness
- Social relevance

7 principles

- 1. Scaffolding
- 2. Task dependency
- 3. Recycling
- 4. Active learning
- 5. Integration
- 6. Reproduction to creation
- 7. Reflection
- Reception-to-production
- "Organic"
- "Experiential"
  - Grammatical form
  - Communicative function
  - Semantic meaning
- Learning-how-to-learn

TBLT

- Task
  - Initial point
  - Outcome
  - *Nunan's* task components
    - Goals
      - Interpersonal realtionships
      - Creativity and imagination
      - Acquiring information
    - Input
      - Rehearsal
    - Procedures
      - Skill getting and using
      - Fluency and accuracy
    - Roles
    - Settings
      - Mode
      - Environmens
  - Meaning focused
    - Activity
    - Tasks
    - Students
    - Projects
    - Motivation
    - Data, materials
    - Procedure
    - 3 types of involvement
  - Communication task
    - Structure
      - Purpose
      - Outcome
    - Expertise
    - Perspectives
    - Options
  - Communication vs. enabling
  - Enabling task
    - Linguistic aspect
    - Support
    - Abstract
    - Content
    - Language
    - Startegies
    - Activities and techniques
- Vidal's
  - Communicative ability
  - Linguistic
  - Cognitive abilities
  - Global use of language
  - Educational purpose
  - Personality
  - First generation
  - Second generation
  - Third generation
  - Authenticity
- Task classifications
  - Real-world
  - Pedagogical
  - Nunan's
    - Enabling skills
    - Comunication activity
    - Language excercise
  - Acquisition processes
  - Emerging situations
  - Order
  - Links
  - Balanced evaluation
  - Overwhelming
  - Objectives and time
  - Balanced C-L
- Willis's
  - Comparing
  - Problem-solving
  - Sharing experiences
  - Ordering and sorting
  - Creative
  - Listing
- Prabhu's
  - Opinion gap
  - Reasoning gap
  - Information gap
- Ellis's
- Nunan's Grading, sequencing and integrating tasks
  - 1. Input factors
  - 2. Learner factors
  - 3. Procedural factors
  - 4. Task continuity
  - Inside the head
  - Hold input, vary procedure
  - Subjects
  - Wide variety
  - "Maxi tasks"
  - Within the language
  - Maximum flexibility
  - 3 Generation tasks
  - 7. Project-based Instruction
  - 6. Content-based Instruction
  - 5. Topic-based Instruction

6T's approach to CBI

- 1. Themes
  - Meaningful
  - Curricular units
  - Genres
- 2. Texts
  - Authentic
- 3. Topics
  - Subunits
  - Additional information
  - Expertise
- 4. Threads
  - Curricular coherence
  - Reviewing
  - Recycling
  - Revisiting
- 5. Tasks
  - Final activity or project
- 6. Transitions
- Cautions

CLIL

- Europe, mid 90s
- Functional view
- Content
  - Subject matter
  - Curriculum discipline
- Communication
  - Meaningful interaction
- Cognition
  - Cognitive development
  - Holistic development
  - Vygotsky
    - Areas
      - Progression
      - Lg. *of*
      - Lg. *for*
      - Lg. *through*
    - Brunner's scaffolding
    - Joint work
  - Bloom's Taxonomy
    - HOTs
      - Real critical thinkers
      - Creating
      - Evaluating
      - Analyzing
      - Applying
      - Understading
      - Remembering
    - LOTs

Soft CLIL in Argentina

- Community
- 1. Curriculum
- 2. Subject teachers
  - Learning needs
  - Subject themselves
    - Cognitive load
    - Order
    - Resources
- 3. T#1, C#1
  - Objectives
- 4. T#2
  - Appropriate
  - Relevant
  - Authentic
- 5. T#3, Lgs, C#4
  - Final task
- 6. HOTs

4C's framework

- Culture
  - Self / Other
  - Identity
  - Citizenship
  - Pluriculturality
- Content
- Communication
- Cognition